



جامعة العلوم الإسلامية

Child Protection Policy

Policy Statement

Our Commitment: -

Children and young people are part of our community, entrusted upon us by Allah.

- It is therefore our duty, our responsibility and our privilege to nurture them in learning moral values and in obedience to Allah.
- As staff and leaders of this school, we commit ourselves to the nurturing, protection and safekeeping of all the young pupils in our care.
- It is the responsibility of each one of us to prevent the physical, sexual or emotional abuse of our pupils and report any discovered abuse, in order to ensure that the young person and his family are given the necessary support to prevent future incidents.
- We acknowledge our responsibility to care for and support our staff and volunteers in dealing with this sensitive issue.

All according to the Keeping Children Safe in Education (September 2018) Part 1 and Working Together to Safeguard Children (March 2015) documents.

Important contacts:

- Initial Assessment Team 01582 547653 Luton Children & Families Social Care Service
- Local Authority Designated Officer (LADO) 01582 548069 Referral of allegations made against staff/volunteers (See overleaf for more information)
- NSPCC 0808 8005000

DEALING WITH A DISCLOSURE – The 4 R's

RECEIVE WHAT IS SAID

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking, "Why didn't you tell me before?"

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RE-ASSURE THE STUDENT.

- Acknowledge their courage in telling.
- Stay calm and reassure them that they have done the right thing in talking to you. It is essential to be honest with the child, but do not promise what you may not be able to deliver "everything will be all right now" (it may not be).
- Do not promise confidentiality. You have a duty to refer a child who is at risk.
- Remind them that they are not to blame (but avoid criticising the alleged perpetrator – young people often love adults who abuse them).

RESPONDING

- Respond to what the student has said but do not interrogate.
- Avoid leading questions like: "Was it your father? Such questions can invalidate your evidence, and the child's, in any later prosecution in court. Ask open questions: "Do you want to tell me anything else?" "And?" "Yes?"
- Where necessary, clarify what has been said to you so that you are clear and able to decide whether this is an abusive situation.
- There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question.
- Explain what you will do next and (where appropriate) the referral process.

RECORDING

- Make brief notes at the time and write them up as soon as possible.
- Keep original notes in case a court requires them. Record the date, time, place and any noticeable non-verbal behaviour used by the child.
- Be objective in your recording, including statements and observable things, rather than your interpretations or assumptions.
- Each class teacher should report any concerns to the Headteacher. All evidence irrespective of whether it is a written account or a 'body map' should be signed and dated by the class teacher and handed to the Headteacher for storage in his filing cabinet. The file should only be available to the Headteacher, class teacher and officers from social services or the police under supervision. Following discussions, a decision upon further action will be the responsibility of the Headteacher.



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Child Protection Officers at Jamiatul Uloom Al Islamia: Mr A Siddek & Mr M A Ali

Child Protection means protecting children against abuse and non-accidental injury. It applies to children below the age of 18.

Child Abuse means physical abuse, emotional abuse, sexual abuse or severe neglect. The following are detailed examples of abuses:

Physical Abuse

Physical abuse is when someone deliberately hurts or injures you. Hitting, kicking, beating with objects, throwing and shaking are all physical abuse, and can cause pain, cuts, bruising, broken bones and sometimes even death. No one has the right to hurt you in this way.

What is physical abuse?

Physical abuse is when someone is hurting you.

That could be hurting you with their hands, their feet, or an object, hitting, slapping, punching, pinching, kicking or suffocating you. It could include scalding or burning you or pulling your hair out.

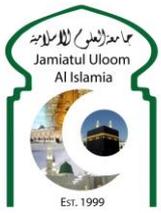
If someone makes you swallow something that hurts, or makes you ill, including giving you medicine when you are not ill or do not need it, that's physical abuse too.

If this is happening to you, you might think that it's your fault. It isn't. No one has the right to hurt you. If you speak out about physical abuse, there are people who care - they will listen to you and help you.

What is emotional abuse?

Emotional abuse is when someone tries to make you feel bad. This can be saying things to scare you, putting you down, embarrassing or humiliating you. This might be on purpose or without realising what they are saying or doing is making you feel bad. If someone is always telling you that you're ugly, or fat, or stupid, or worthless, or that they wish you'd never been born, that's emotional abuse. It's wrong, even if they are not doing it on purpose.

If this is happening to you, you might think that it's your fault. It isn't. No one has the right to emotionally abuse you. If you speak out about it, there are people who care - they will listen to you and help you.



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What is sexual abuse?

Sexual abuse is when:

- You're being touched in a way you don't like.
- You're being forced to have sex.
- You're forced to look at sexual pictures or videos.
- You're made to watch someone do something sexual. This can include someone flashing or exposing themselves to you.
- You're made to do something sexual to someone that feels uncomfortable or wrong.

If this is happening to you, you might think that it's your fault. It isn't. No one has the right to sexually abuse you, even your boyfriend or girlfriend. If you speak out about it, there are people who care - they will listen to you and help you.

It doesn't matter who the person is that is making you do these things, they are sexually abusing you. It is possible to be sexually abused by someone you know and love. This does not make what they are doing OK.

Neglect

Neglect is when you are not being looked after or supervised properly. If the people who are supposed to look after you don't give you the important things you need, or make it hard for you to take care of yourself, then that's neglect.

How do I know if I'm being neglected?

You could be suffering from neglect if:

- You don't have enough warm clothes or shoes.
- You don't have enough to eat and drink.
- You're left alone for a long time, or left in charge of family without adult help.
- You're forced to sleep somewhere cold or uncomfortable.
- No one helps you when you're are ill or you've been hurt.

If this is happening to you, you might think that it's your fault. It isn't. No one has the right to neglect you. If you speak out about



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neglect, there are people who care - they will listen to you and help you.

The following people may notice signs of abuse or be told of possible abuse:

- Teachers.
- Employees in school such as ancillary, clerical or administrative staff or lunchtime supervisors.
- Workers, officers in charge, managers, proprietors, and care staff.
- Voluntary helpers or trainees and any other visitors to the premises, e.g. health visitors, social worker.

The Head Teachers, Child Protection Officers and Teachers must record all issues relating to child protection and if necessary, contact the social services immediately.

Signs

Staff and adults are well placed to notice possible sign of abuse in children.

Signs of abuse may be:

(a) Obvious and sudden, for example an injury.

(b) Part of a picture over a longer period, perhaps including:

- Behaviour which is unusual for the child or its age.
- Failing in studies due to a lack of interest.
- Isolation or introversion.

(c) Evidence of neglect, e.g. malnutrition, constant hunger, inadequate clothing or frequent minor injuries.

Any member of staff or volunteer, who learns that a child has been physically or sexually assaulted, should immediately inform the Child Protection Officer.

1. A child may directly inform a member of staff / volunteer, or talk to another child who speaks to a member of staff / volunteer, or the child's behaviour may lead to suspicion, or the member of staff / volunteer, may become aware of a problem in some way other.



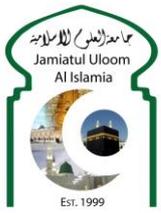
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2. Any type of concern should be reported to the Child Protection Officer without delay.
3. Staff and volunteers will never promise a child that a matter will be treated as confidential. They will explain that the Child Protection Officer needs to be informed, so that help can be sought.
4. If a child begins to speak of an abusive incident, they should be listened to carefully and with compassion and belief, but should not be asked any leading questions, or cross-examined in any way.
5. If the child is injured, medical attention must be sought without delay.
6. Anything the child says must be recorded in writing and given to the Child Protection Officer without delay.
7. Keep a careful watch on the child.
8. Keep an accurate record of what you have noticed, what has happened and what you have done.
9. It is not your job, nor is it appropriate, to investigate the matter. It will be the duty of the person who is responsible for child protection in the establishment to gather enough information to contact the social services department.
10. Do not speak with anyone about whom allegations are made, even if the allegations are about a fellow colleague or another adult; this is the responsibility of the designated child protection person to organise.
11. If there are any circumstances in which you feel that you cannot refer to the designated person for child protection, you have the right as a citizen to contact the social services department yourself.
12. The Child Protection Officer will immediately inform the Head Teacher of any allegations or suspicions that a pupil is being harmed or neglected in any way.
13. (a) If the matter is one of suspicion, the Child Protection Officer will contact the social services for guidance as soon as possible.

(b) If there is a direct allegation, the Child Protection Officer will contact the social services department duty officer immediately.



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(c) If the allegation is about a third party, Jamiatul Uloom Al Islamia will take advice from the social services and then the child protection officer or the Head Teacher will contact the parents.

14. The child will be given reassurance, support and as much information as possible about what will happen next.
15. Once the matter has been referred to the duty officer, the Child Protection Officer will pass on all information and will continue to liaise with social services, to give and receive information.
16. The school will co-operate in any enquiry/investigation, offering support to the child and family as required.

If the Allegation Concerns a Member of Staff or a Volunteer:

1. The Child Protection Officer must be informed without delay.
2. The Child Protection Officer will inform the Head Teacher without delay.
3. The social services department duty officer and the police will then be informed.
4. The school will take advice from the social services, on this matter regarding the staffs who were involved, before making any decision.
5. The Child Protection Officer and the Head Teacher will discuss the management of the staff member/volunteer pending enquires by the authorities. Example suspension, disciplinary action, or ensuring the person against whom an allegation is made has no direct contact with young people pending enquires, by the authorities.
6. If any allegations are towards the Headteacher or Child Protection Officer, then the enquiries must be carried out by the Chair of Governors, Trustees and the Principal accordingly and contact relevant departments.

All incidents, reports and outcomes from Child Protection officers, teachers, carers, parents, children, social services and police are recorded on a password protected file on the school's computer management system (softcopy only). All hard copies are locked away in a safe cabinet. They are strictly private and confidential and only for the attention of the Head Teachers and



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Child Protection Officers and agencies such as social services and police.

Guidance on types of specific types of abuse

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE, 2017).

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

All responses will pay regard to the DfE advice 'Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'.

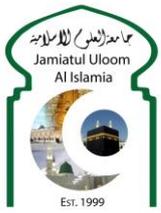
Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

All school staff need to be aware when reporting forced marriage that it is dealt with promptly. If the perpetrator becomes aware that the forced marriage is being investigated this can place the child at risk of being sent abroad immediately, disappearing and even murdered. Upon discovering and reporting a forced marriage, school staff should not liaise with the child's family, unless this has been agreed following the risk assessment from social care/police. When reporting the school staff must report any siblings they are aware of within the household too, this includes males. Siblings may also be at potential risk.

Possible indicators that a pupil may be at risk of forced marriage include:

- A child may appear anxious, depressed and emotionally withdrawn with low self-esteem; a child may have mental health disorders and display behaviours such as self-harming, self-
- Cutting or anorexia;



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- Sometimes a child may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol;
- A child may present with a sudden decline in their performance, behaviour, engagement, aspirations or motivation;
- A child may discuss an upcoming family holiday that they are worried about;
- The child may have fears that they will be taken out of education and kept abroad;
- A decline in punctuality which may be the result of having to “negotiate” their way out of the house;
- A child may be withdrawn from school by those with parental responsibility, and not provided with suitable education at home; a child running away from home;
- No time allowed for extra-curricular activities; surveillance of the child by siblings or cousins;
- Family history of older siblings leaving education early and marrying early; the child or other siblings within the family reported as missing;
- Reports of Domestic Abuse, harassment or breaches of the peace at the family home; reports by the child of rape or kidnap;
- Reports by the child of threats to kill, and attempts to kill or harm by the perpetrator.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

Peer on peer abuse

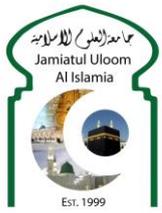
Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can include: bullying, sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship abuse. Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs or money.

Jamia Uloom Al Islamia School takes peer on peer abuse seriously and all staff are clear that peer on peer abuse should not be passed off as “part of growing up” or “banter”.

The School has put in place safeguards to reduce the likelihood of peer on peer allegations as outlined in this policy and is alert to the indicators of abuse.

Incidents of peer on peer abuse will be dealt in line with the normal School safeguarding procedures.



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Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes in education, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation can affect:

- Any child or young person (male or female) under the age of 18 years, even if the activity
- Appears consensual. The perpetrators may well be part of a group; single/mixed sexed; any vulnerable adult over the age of 18 years.

County Lines is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources (Keeping Children Safe in Education, DfE 2018).

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care (Keeping Children Safe in Education, DfE, 2018).